

ELEMENTS OF SCHOOL-WIDE REFORM

The following policy will be effective beginning with the ninth grade class entering high school during the 2009-2010 school year.

1. READY CORE

All students will have access to a rigorous curriculum that includes challenging subject matter, emphasizes depth rather than breadth of coverage, emphasizes critical thinking and problem solving, and promotes responsible citizenship and lifelong learning. The curriculum will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards. Teachers, parents, and students will hold high expectations for all. Schools will communicate high expectations to students, parents, business and industry, and the community.

Policy Implications:

- a. All students will meet the following READY CORE requirements:
 - English 4 units
 - Mathematics 4 units
 - Science 3 units
 - Social Studies 3 units
 - Health, Physical Fitness and Wellness 1.5 units
 - Personal Finance 0.5 units
- b. The core curriculum and additional courses required for postsecondary/workforce training readiness will be tied to the vision of the high school graduate and to the Tennessee Curriculum Standards.

To earn a high school diploma, students must earn the prescribed 22 credit minimum and have a satisfactory record of attendance and discipline. Schools will minimize tracking of students by ability, eliminate core classes taught below the college preparation level, and provide all students a challenging course of study.

- c. Students with disabilities will be included in regular classes to the degree possible and with appropriate support and accommodations. To earn a high school diploma, students with disabilities must earn the prescribed 22 credit minimum. Students failing to earn a yearly grade of 70 in a course that has an end-of-course test and whose disability adversely affects performance in that test will be allowed, through an approved process, to add to their end-of-course assessment scores by demonstrating the state identified core knowledge and skills contained within that course through an alternative performance-based assessment. The necessity for an alternative performance-based assessment must be determined through the student's individualized education plan (IEP). The alternative performance-based assessment will be evaluated using a state approved rubric.
- d. A special education diploma may be awarded at the end of their fourth year of high school to students with disabilities who have (1) not met the requirements for a high school diploma, (2) have satisfactorily completed an individualized education program, and (3) have satisfactory records of attendance and conduct. Students who obtain the special education diploma may continue to work towards the high school diploma through the end of the school year in which they turn twenty-two years old.

